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ABSTRACT

GRADES OR AGES: Grades 10 and 11. SUBJECT MATTER: Social studies; United States history, geography, and civilization. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is a separate volume of 19 appendixes to Units I and II (SP 007 084 and SP 007 085). It is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: No objectives are mentioned. One appendix contains a list of suggested topics for term papers and another lists map activities. INSTRUCTIONAL MATERIALS: Most of the 19 appendixes contain curriculum materials--articles, maps, and graphs. STUDENT ASSESSMENT: One appendix contains a sample test which can be used at the end of the two units. OPTIONS: Use of the materials in the appendixes is optional. (RT)

ED048199

PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

10 & 11

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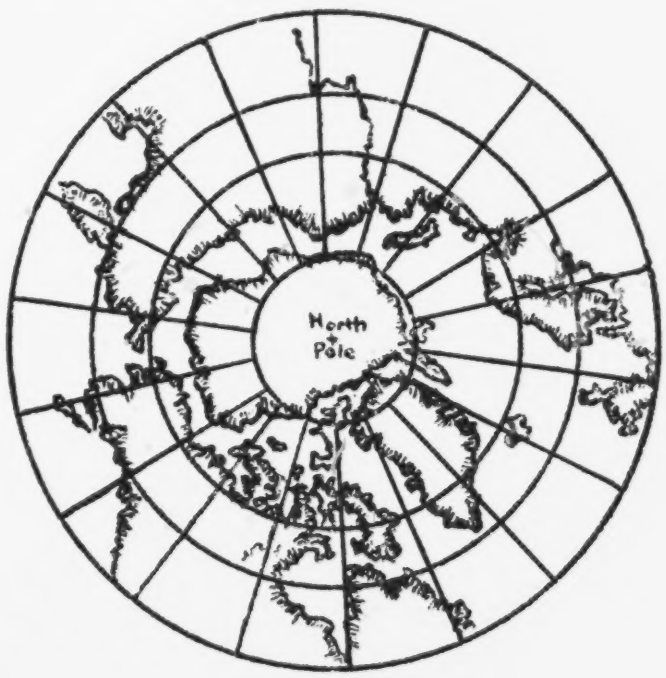
APPENDICES
AMERICAN CIVILIZATION
RESOURCE UNITS I & II
GRADE 10



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007086

TABLE OF CONTENTS

APPENDICES PAGE

A. Nacirema (A study of a culture) 1
B. Gallas (A study of a specific African Culture). . 6
C. Globes and Maps 7
D. Map Project: 1) A list of major U.S. Topographical features 10
2) Appropriate map 11
E. Sample map project:
1) U.S. in the world setting. . . . 12
2) Continental Regions. 13
3) Comparison of the Soviet Union to the United States. 14
4) Comparison of Africa to the US . 15
5) The United States. 16
6) Territorial Expansion of the US. 17
7) Topography of the U.S. 18
8) US Climatic Map 19
9) Rainfall 20
10) Agricultural Regions of the US . 21
11) Major Mineral Resources of US. . 22
12) Industrail Production of the US. 23
13) Major Water Transportation . . . 24
14) Profile of the T.V.A. 25
15) Graph of Urban Production Center 26
16) Twenty-four Urban Locations. . . 27
17) Population of US by States . . . 28
18) Population of US by Density. . . 29
19) Sample Test 30
F. T.V.A. Exercise 31
G. Transportation Exercise 32
H. Time Line of Exploration (Student sample) 33
I. Confrontation of Colonial Possessions (student sample) . 34
J. Graph of Colonial Population 35
K. Graph on Immigration 36
L. Graph on Source of Immigration 37
M. Contributions of Immigrants . . . . . *
N. Survey on Prejudice (Stereotypes) 38
O. Exercise in Group Dynamics 39
P. Sample Survey (Sociology - Transportation) . . . 40
Q. Sample Test 44
R. List of Term Papers 46
S. Urban Renewal Project 48

* See: Teacher Resource Units (K-12) The Negro in American Culture · Immigration in American Culture

APPENDIX A

"BODY RITUAL AMONG THE NACIREMA"

By Horace Miner

American Anthropologist, Vol. 58, June, 1956

Nacirema culture is characterized by a highly developed market economy which has evolved in a rich natural habitat. While much of the people's time is devoted to economic pursuits, a large part of the fruits of these labors and a considerable portion of the day is spent in the ritual activity. The focus of this activity is the human body, the appearance and health of which loom as a dominant concern in the ethos of the people. While such a concern is certainly not unusual, its ceremonial aspects and associated philosophy are unique.

The fundamental belief, underlying the whole system appears to be that the human body is ugly and that its natual tendency is to debility and disease. Incarcerated in such a body, man's only hope is to avert these characteristics through the use of the powerful influences of ritual and ceremony. Every household has one or more shrines devoted to this purpose. The more powerful individuals in the society have several shrines in their shrine walls.

While each family has at least one such shrine, the ritual associated with it are not family ceremonies but are private and secret. The rites are normally only discussed with children and then only during the period when they are being initiated into these mysteries. I was able, however, to establish sufficient rapport with the natives to examine these shrined and to have the rituals described to me.

The focal point of the shrine is a box or chest which is built into the wall. In this chest are kept the many charms and magical potions without which no native believes he could live. These preparations are secured from a variety of specialist practitioners. The most powerful of these are the medicine men whose assistance must be rewarded with substantial gifts. However, the medicine men do not provide the curative potions for their clients, but decide what the ingredients should be and then write them down in an ancient and secret language. This writing is understood only by the medicine men and by the herbalists who, for another gift, provide the required charm.

The charm is not disposed of after it has served its purpose but is placed in the charm box of the household shrine. As these magical materials are specific for certain ills, and the real or imagined maladies of the people are many, the charm box is usually full to overflowing.

The magical packets are so numerous that people forget what their purposes were and fear to use them again. While the natives are very vague on this point, we can only assume that the idea of retaining all the old magical materials is that their presence in the charm box, before which the body rituals are conducted will in some way protect the worshipper.

Beneath the charm box is a small font. Each day every member of the family in succession enters the shrine room, bows his head before the charm box, mingles different sorts of holy water in the font, and proceeds with a brief ablution. The holy waters are secured from the Water Temple of the community, where the priests conduct elaborate ceremonies to make the liquid ritually purs.

In the hierarchy of magical practitioners, and below the medicine men in prestige are specialists whose designation is best translated "Holy Mount Men". The Nacirema have an almost pathological horror of the fascination with the mouth, the condition of which is believed to have a supernatural influence on all social relationships. Were it not for the rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, their friends desert them and their lovers reject them. They also believe that a strong ralationship exists between oral and moral characteristics. For example, there is a ritual ablution of the mouth for children which is supposed to improve their moral fiber.

The daily body ritual performed by everyone includes a mouth-rite. Despite the fact that these people are so punctilious about care of the mouth, this rite involves a practice which strikes the uninitiated stranger as revolting. It was reported to me that the ritual consists of inserting a small bundle of hog hairs into the mough, along with certain magical powders and then moving the bundle in a highly formalized series of gestures.

In addition to the private mouth-rite, the people seek a holy mouth man once or twice a year. The practitioners have an impressive set of paraphernalia, consisting of a variety of augers, awls, probes, and prods. The use of these objects in the exorcism of the evils of the mouth involves almost

unbelievable ritual torture of the client. The holy mouth man opens the client's mouth and, using the above mentioned tools, enlarges any holes which decay may have created in the teeth. Magical materials are put into these holes. If there are not naturally occurring holes in the teeth, large sections of one or more teeth are gouged out so that the supernatural substance can be applied. In the client's view, the purpose of these ministrations is to arrest decay and to draw friends. The extremely sacred and traditional character of the rite is evident in the fact that the natives return to the holy mouth man yeat after year despite the fact that their teeth continue to decay.

It is hoped that, when a thorough study of the Nacirema is made, there will be careful inquiry into the personality structure of these people. One has but to watch the gleam in the eye of a holy mouth man as he jabs an awl into an exposed nerve, to suspect that a certain amount of sadism is involved. If this can be established a very interesting pattern emerges for most of the population.

Professor Linton referred to a distinctive part of the body ritual which is performed only by men. This part of the rite involves scraping and lacerating the surface of the face with a sharp instrument. Special women's rites are performed only four times during each lunar month, but what they lack in frequency is made up in barbarity. As part of this ceremony, women bake their heads in small ovens for about an hour. The theoretically interesting point is that what seems to be a preponderantly masochistic people have developed sadistic specialists.

The medicine men have an imposing temple, or "latipsoh," in every community of any size. The more elaborate ceremonies required to treat very sick patients can only be performed at this temple. These ceremonies involve not only the "neogrus" but a permanent group of vestal maidens who move sedately about the temple chambers in distinctive costume and headress.

The "latipsoh" ceremonies are so harsh that it is phenomenal that a fair proportion of the really sick natives who enter the temple ever recover. Small children whose indoctrination is still incomplete have been known to resist attempts to take them to the temple because "that is where you go to die." Despite this fact, sick adults are not only willing but eager to undergo the protracted ritual purification, if they can afford to do so. No matter how ill the supplicant or how grave the emergency, the guardians of many temples will not admit a

client if he cannot give a rich gift to the custodian. Even after one has gained admission and survived the ceremonies, the guardians will not permit the neophyte to leave until he makes still another gift.

The supplicant entering the temple is first stripped of all his or her clothes. In everyday life the Nacirema avoids exposure of his body except in the secrecy of the household shrine, where they are ritualized as part of the body-rites. Psychological shock results from the fact that body secrecy is suddenly lost upon entry into the latipsoh. A man, whose own wife has never seen him in an excretory act, suddenly finds himself naked and assisted by a vestal maiden while he performs his natural functions in a sacred vessel. This sort of ceremonial treatment is necessitated by the fact that the excrets are used by a diviner to ascertain the course and nature of the client's sickness. Female clients, on the other hand, find their naked bodies are subjected to the scrutinous manipulation and prodding of the medicine men.

Few supplicants in the temple are well enough to do anything but lie on their hard beds. The daily ceremonies, like the rites of the holy mouth men, involve discomfort and torture. With ritual precision, the vestals awaken their miserable charges each dawn - and roll them about on their beds of pain while performing ablutions in the formal movements of which the maidens are highly trained. At other times they insert magic wands in the supplicants mouth and force him to eat substances which are supposed to be healing. From time to time the medicine men come to their clients and jab magically treated needles into their flesh. The fact that these temple ceremonies may not cure, and may even kill the neophyte, in no way decreases the peoples faith in the medicine men.

There remains one other kind of practitioner, known as a "listerer". This witch doctor has the power to exercise the devils that lodge in the heads of people who have been bewitched. The Nacirema believe that parents bewitch their own children. Mothers are particularly suspected of putting a curse on children while teaching them the secret body rituals. The countermagic of the "listerer" is traslating all his troubles and fears, beginning with the earliest difficulties he can remember. The memory displayed by the Nacirema in these exorcism sessions is truly remarkable. It is not uncommon for the patient to bemoan the rejection he felt upon being weaned as a babe, and a few individuals even see their troubles going back to the traumatic effects of their own birth.

In conclusion, mention must be made of certain practices which have their base in native esthetics, but which depend upon the pervasive aversion to the natural body and its functions. There are ritual fasts to make fat people thin and women's breasts larger if they are small, and smaller if they are large. General dissatisfaction with breast shape is symbolized in the fact that the ideal form is virtually outside the range of human variation. A few women afflicted with almost inhuman hypermammery development are so idolized that they make a handsome living by simply going from village to village and permitting the native to stare at them for a fee.

Reference has already been made to the fact that excretory functions are ritualized, routinized, and relegated to secrecy. Natural reproductive functions are similarly distorted. Intercourse is taboo as a topic and scheduled as an act. Efforts are made to avoid pregnancy by the use of magical materials or by limiting intercourse to the phases of the moon. Conception is actually very infrequent. When pregnant, women dress so as to hide their condition. Parturition takes place in secret, without friends or relatives to assist, and the majority of women do not nurse their infants.

Our review of the ritual life of the Nacirema has certainly shown them to be a magic-ridden people. It is hard to understand how they have managed to exist so long under the burdens which they have imposed upon themselves. But even such exotic customs as these take on real meaning when they are viewed with the insight shown by Malinowski when he wrote (1943:70):

"Looking from far and above, from our high places of safety in the development of civilization, it is easy to see all the crudity and irrelevance of magic. But without its power and guidance early man could have not mastered his practical difficulties as he has done, nor could he have advanced to the higher stages of civilization."

Linton, Ralph; The Study of Man, 1936

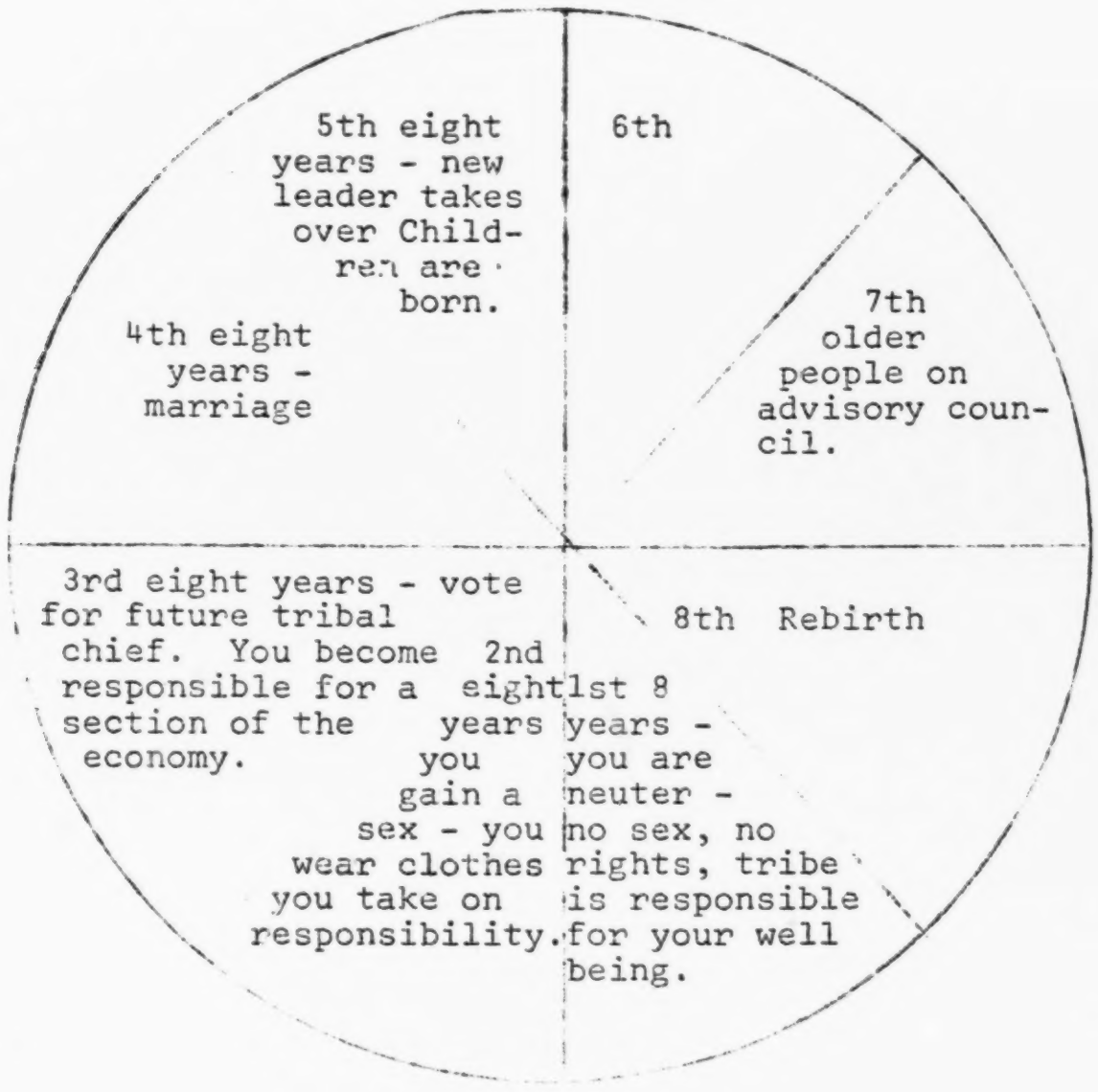
Malinowski, Bronislaw; Magic, Science and Religion, 1948

Murdock, George P.; Social Structure, 1949

APPENDIX B

THE SOCIETY OF THE GALLAS

The Gallas are a tribe in Ethiopia. Their economy is subsistence farming. A Galla's society is broken into eight year cycles.


5th eight years - new leader takes over Child-ren are born.
6th
4th eight years - marriage
7th older people on advisory coun-cil.
3rd eight years - vote for future tribal chief. You become responsible for a section of the economy.
2nd eight years - you gain a sex - you wear clothes you take on responsibility.
8th Rebirth
1st 8 years - you are neuter - no sex, no rights, tribe is responsible for your well being.

You may be born in the third year of the cycle but would still be a member of that cycle. So you would be one to eight years old in your cycle. A child might be born out of cycle which would make him an old age advisor before puberty!

APPENDIX C

GLOBES AND MAPS

Study these key words:

mod el
One thing built like another, except for its size.
A model of an airplane can be held in your hand.

i mag i nar y
Not real. Ghosts are imaginary.

di vide
To separate into two or more parts.
The year is divided into four seasons.

sphere
A round solid body. The earth and the moon are spheres.

ge og ra phy
The field of knowledge which deals with a real differentiation, especially the relationship of land and man.

poles
The most northern and southern points on the earth.
The North and South Poles are opposite each other.

ac tu al
Real, something that is a fact. The actual time the bus takes is five minutes.

sec tion
Part of a whole. An orange can be broken up into sections.

Survey the section by reading the headings. Read to find out:
What is an equator?
What do the colors on a map tell us?
How is it possible to figure distances on a map?

Learning about globes

A globe is a small model of the Earth. There are many kinds of globes, but all of them are spherical like the earth. All globes show where there is water and where there is land on the earth.

The Equator

The equator (ee kway ter) is an imaginary line drawn west and east around the globe halfway between the North and South Poles. It is one of the most important lines that is shown on globes.

The equator divides the globe into two hemispheres (hem ih sfeers). Hemisphere means half a sphere or half a globe. The hemisphere north of the equator is the Northern Hemisphere, and that which is south of the equator is the Southern Hemisphere.

Learning about maps

Have you ever taken a long trip in an automobile? If you have, you probably had a map in your car. You used the map to make sure that you would not get lost. A map is a drawing which shows something about the Earth or a part of it, but a map is flat instead of round. There are many different kinds of maps, but all maps are drawn as if the map maker was looking at the Earth.

Some maps may show just one block of a city. Other maps show the main roads in an area. Another kind of map shows high and low places on the Earth and what grows on the land. This is the kind of map that you use in studying geography.

We have learned that the equator is an imaginary line drawn west and east around the globe between the North and South Poles. The equator is also drawn on maps. There are also other east-west lines, called latitudes, on most maps and globes.

Maps and globes also have many lines which are drawn from north to south. All the north-south lines meet at the North Pole in the Northern Hemisphere. All the north-south lines also meet at the South Pole in the Southern Hemisphere.

The grid system drawn on maps and globes is there to help us figure out how far it is from one place on earth to another. They also help us find places on the globe and the map.

Map Legends

A map legend (lej end) is a key which tells us what is on a map. Legend for climate and vegetation may show the color blue is used to moderate water on maps. White is used to show land that is always covered with ice and snow. Tan is used to show lands that are always very dry, and light brown shows lands closeto the poles where nothing grows. Much of the land is colored green on maps because grass, trees, or crops grow on it.

Different shades of green are used to show what grows on the land. Lighter green may show land that is covered with grass or crops. Darker green colors may show land that is covered by trees.

Learning to figure distances on maps

Maps are smaller than the places which they show. Some very large maps can show a city or even a block in a city. Some small maps can show the whole earth. You can tell how long the distances are on a map by using a scale. A scale looks like a ruler. It tells how many feet, or miles, or hundreds of miles are shown on a map. You can use the map scale to figure out the actual distance which the map shows.

DID YOU UNDERSTAND WHAT YOU READ?

Choose the best answer:

1. A globe is a
   a) small map of the earth.
   b) small model of the earth.
   c) book, or atlas, of the earth.

2. The author of the selection was most interested in showing us
   a) how to make a map or globe.
   b) how to read a legend.
   c) how to read a map or globe.

3. The north and south lines on a globe meet
   a) at the north and south poles.
   b) at the equator.
   c) between the hemispheres.

4. The grid system on a map or globe is drawn to
   a) help us find places and distances.
   b) show us how hich and low certain lands are.
   c) help us locate north, east, south, and west.

5. On maps and globes, lands that are very dry are often colored
   a) green.
   b) white.
   c) tan.

6. A scale on a map tells us
   a) what certain signs on a map mean.
   b) distances between places on the maps.
   c) in which direction north is.

True or false:

7. The equator divides the earth into two equal parts.
8. The equator is drawn only on globes.
9. All maps show water and land.
10. Maps are smaller than the places they show.

APPENDIX D-1

Mountains
- Whites
- Green
- Adirondacks
- Appalachian
- Rockies
- Sierra Neveda
- Casca Des

Death Valley
Great Plains

Atlantic Ocean
Gulf of Mexico
Pacific Ocean
Narragansett Bay

Rivers
- St. Lawrence
- Connecticut
- Hudson
- Potomac
- Ohio
- Tennessee
- Cumberland
- Mississippi
- Missouri
- Arkansas
- North Platte
- Platte
- Red
- Rio Grande
- Colorado
- Snake
- Columbia
- Alabama

Sites
- Cape Cod
- Yellowstone Nat. Park
- Grand Canyon
- Grand Coulee Dam
- Olympia Penninsula
- Hoover Dam
- Gulf of California

- Mexico
- Canada

Lakes
- Lake Superior
- Lake Michigan
- Lake Huron
- Lake Erie
- Lake Ontario
- Salt Lake
- Lake Okcheebee

Cities
- Boston
- New York
- Providence
- Philadelphia
- Baltimore
- Washington, D.C.
- Charlestcn
- Mobile
- New Orleans
- Houston
- Los Angeles
- San Francisco
- Seattle
- Denver
- St. Louis
- Chicago
- Detroit
- Cleveland
- Pittsburgh
- Dallas
- Norfolk
- Miami
- Galveston
- Phoenix

Topographical Features of the U.S.

United States in the world setting

15

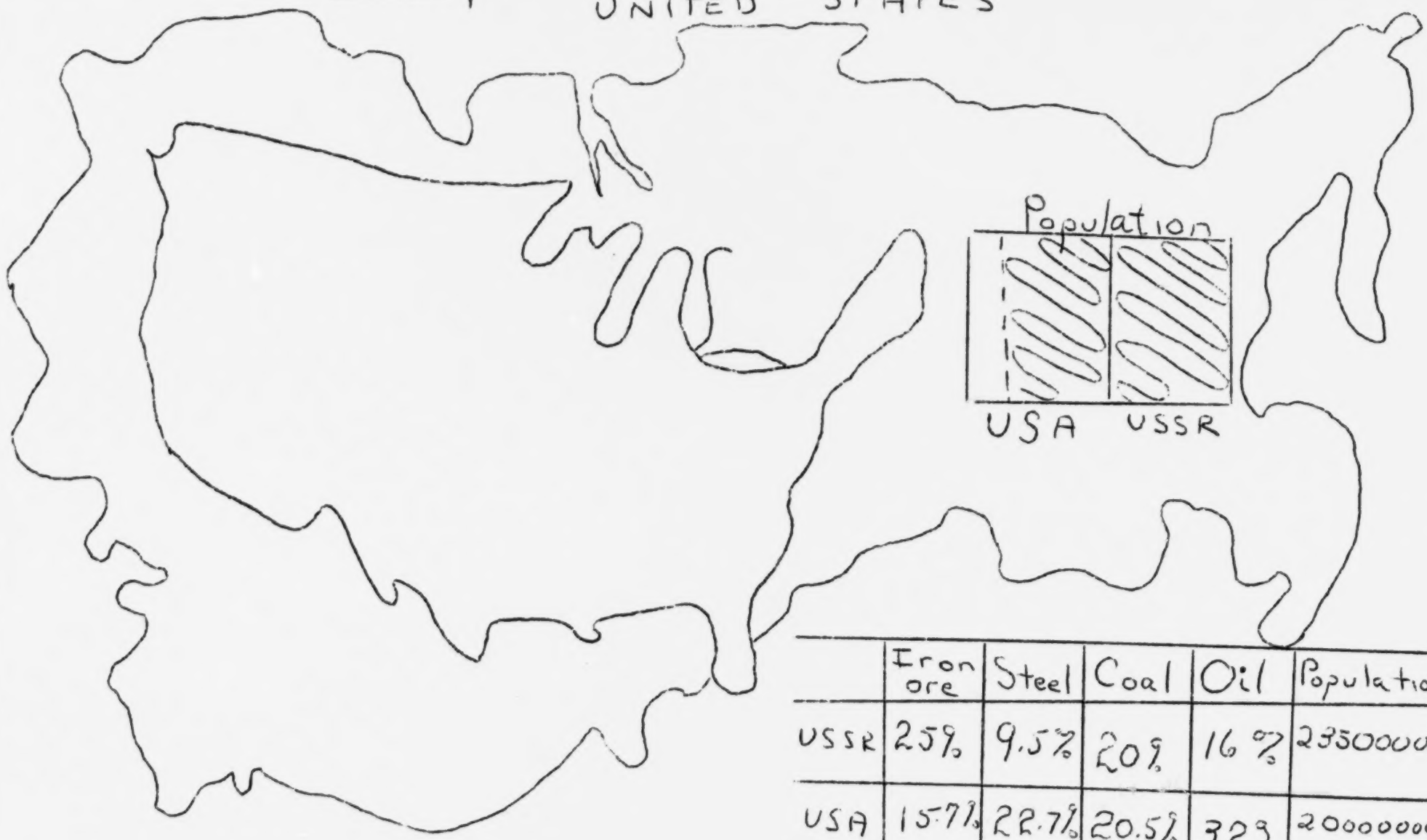
13

Continental Regions

Refer to overlays for world culture and civilization regions.

Appendix X

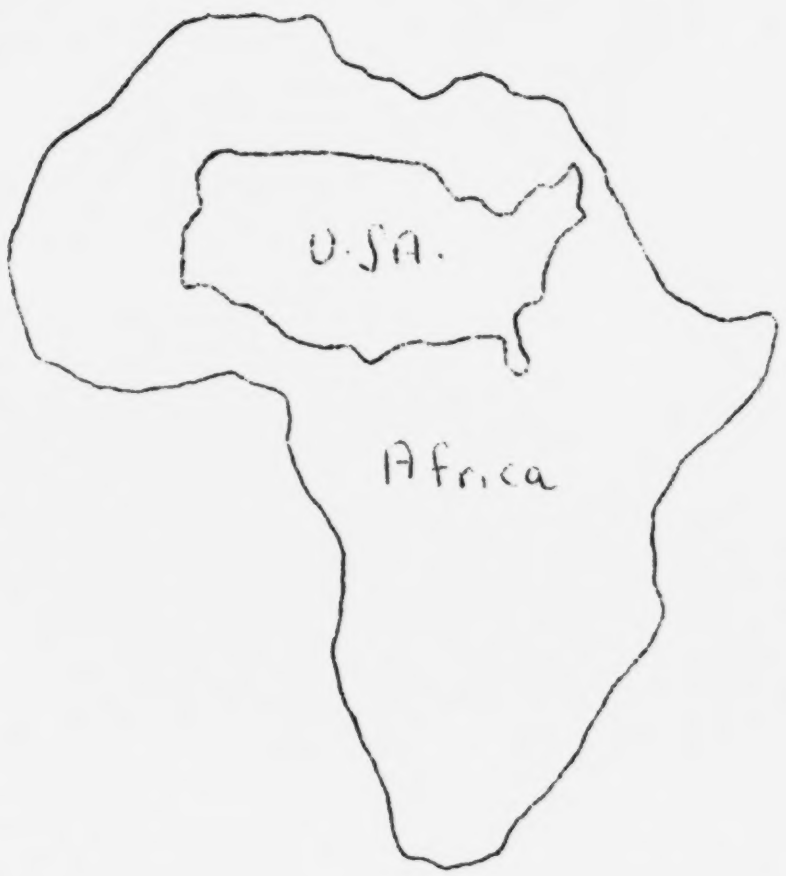
Comparison of the Soviet Union to the UNITED STATES



	Iron ore	Steel	Coal	Oil	Population
USSR	25%	9.5%	20%	16%	235000000
USA	15.7%	22.7%	20.5%	32%	200000000

Appendix
E-4

Comparison of Africa to U.S.A.



Appendix
E-5

UNITED STATES

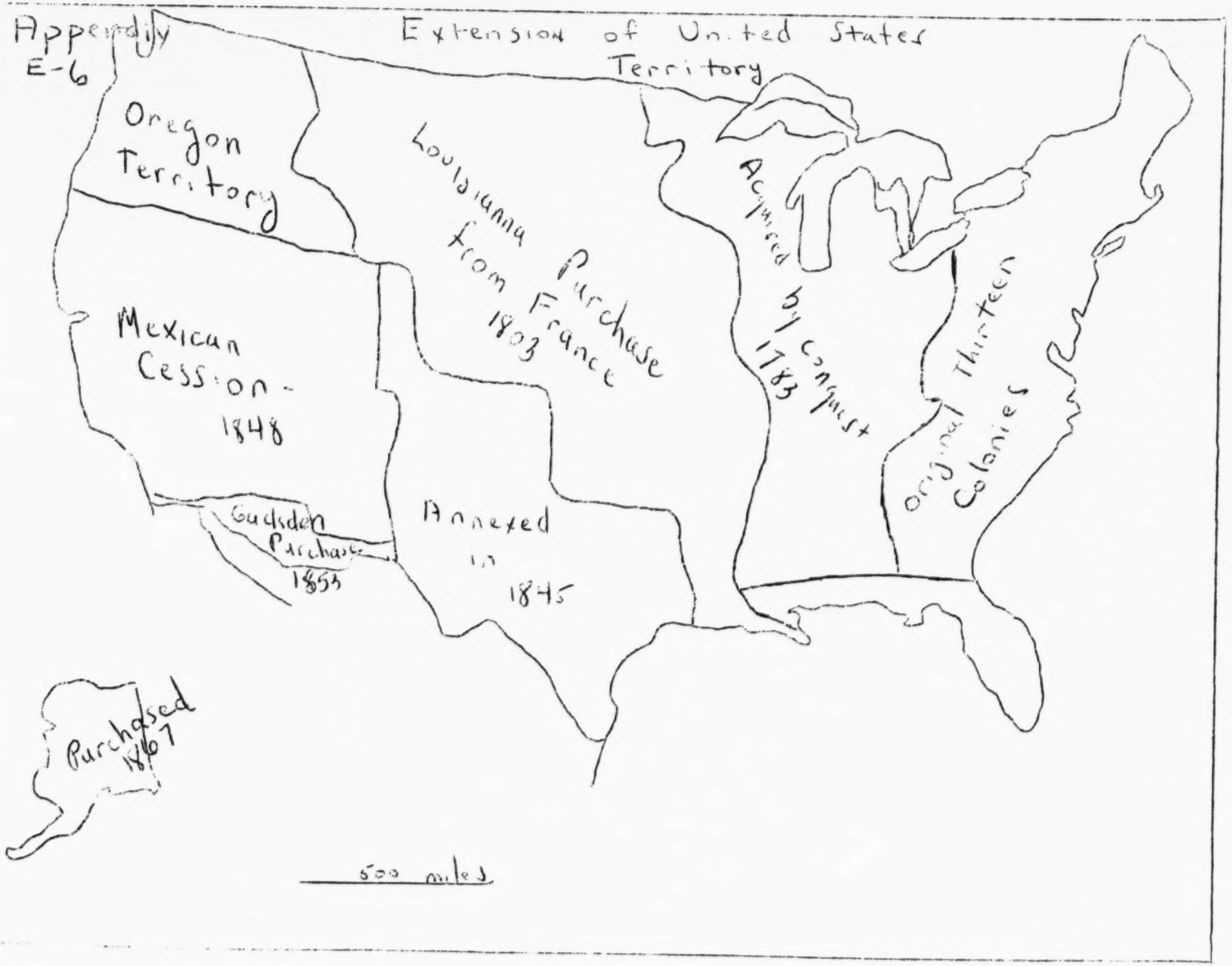
Washington
Oregon
Montana
North Dakota
Minn
Idaho
Wyoming
South Dakota
Wisconsin
Michigan
Vermont
Maine
New Hampshire
New York
Mass
Conn
R.I
Nebraska
Iowa
Illinois
Indiana
Ohio
Pa
NJ.
Delaware
Maryland
California
Nevada
Utah
Colorado
Kansas
Missouri
West Virginia
Virginia
Kentucky
Arizona
New Mexico
Oklahoma
Tenn.
North Carolina
Arkansas
Miss
Alabama
Georgia
Texas
Louisiana
Florida

Alaska

Hawaii

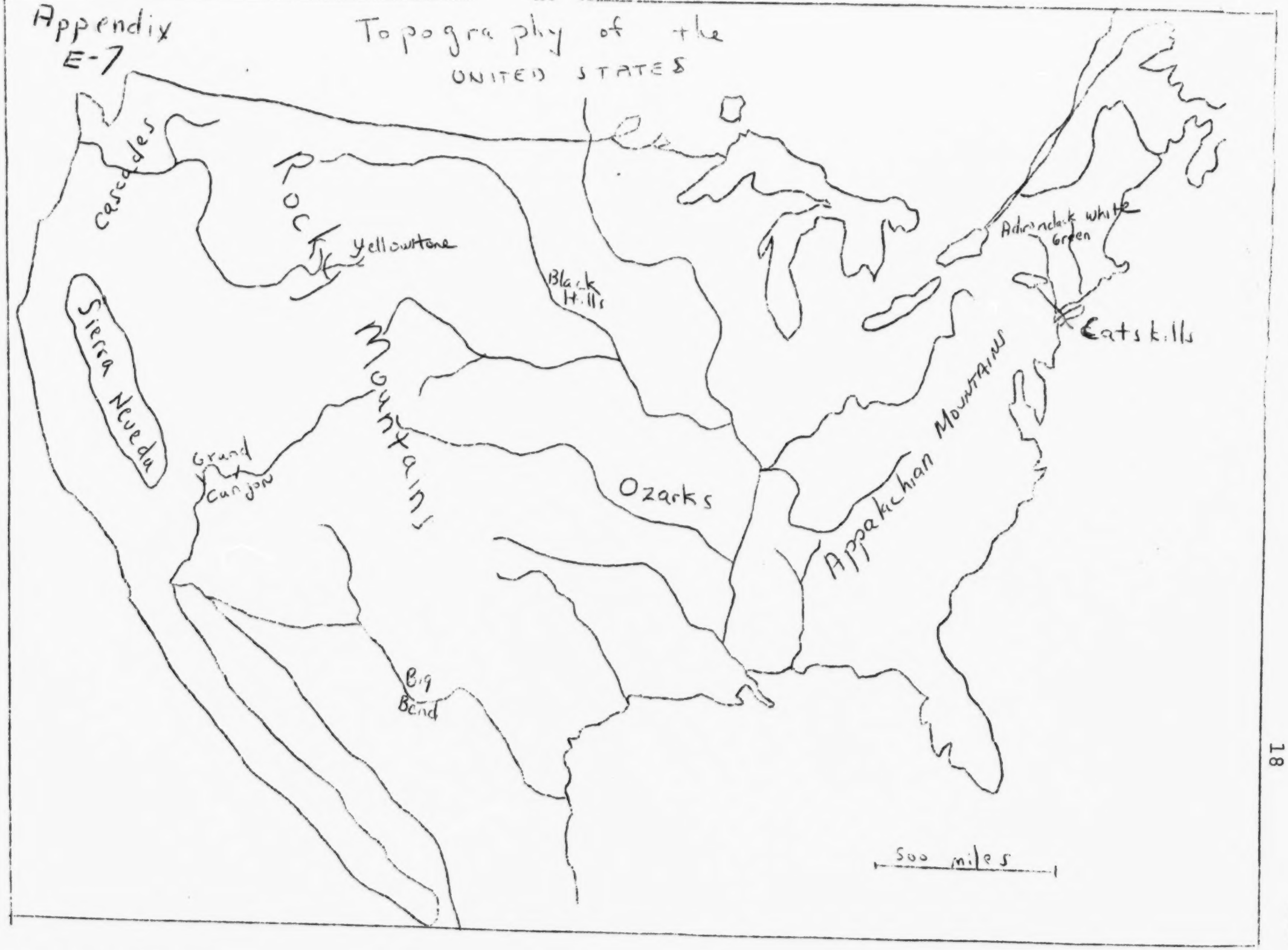
500 miles

Appendix E-6


Extension of United States Territory
Oregon Territory
Louisiana Purchase from France 1803
Acquired by Conquest 1783
Original Thirteen Colonies
Mexican Cession - 1848
Gadsden Purchase 1853
Annexed in 1845
Purchased 1867
500 miles

Appendix
E-7

Topography of the UNITED STATES



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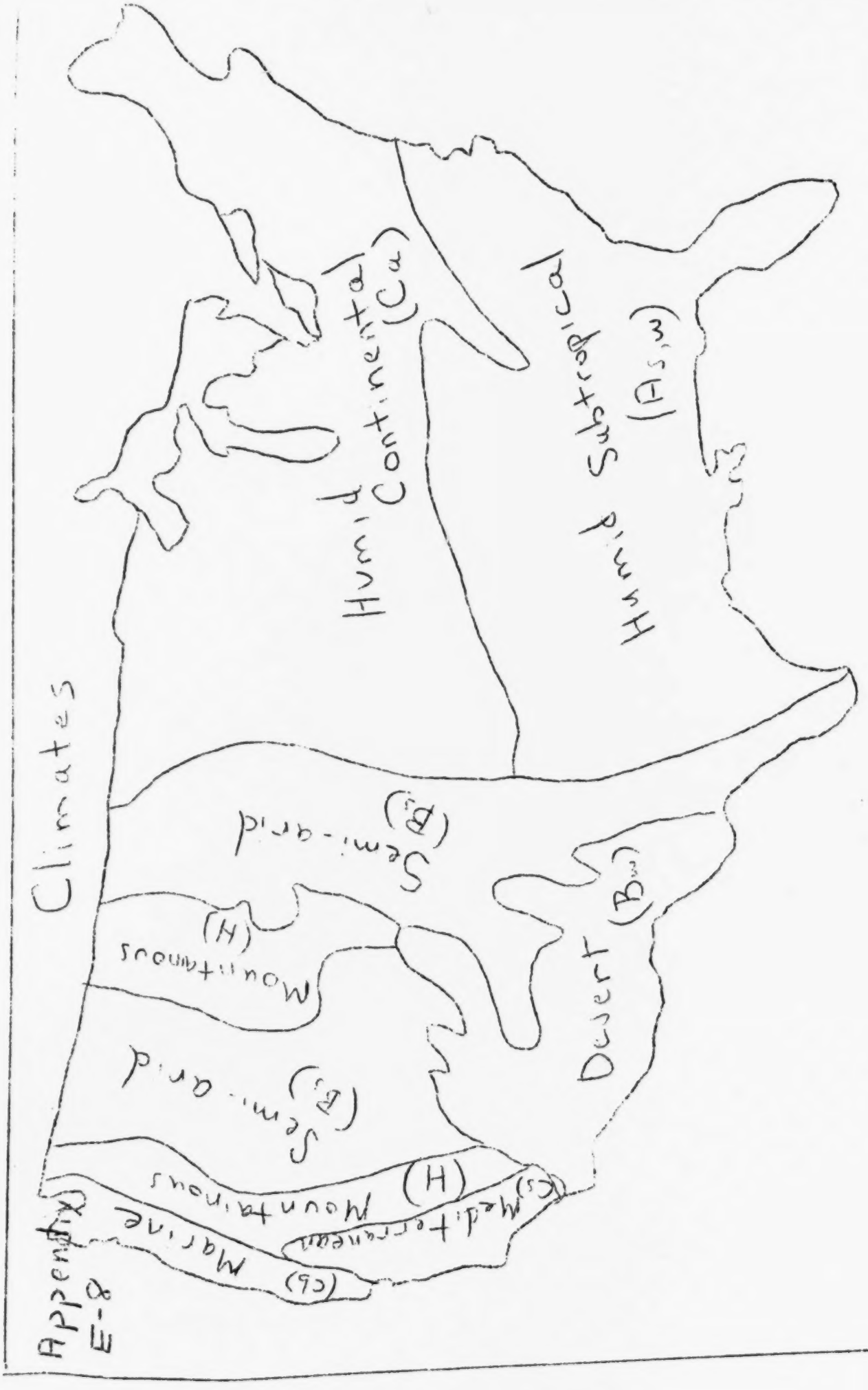
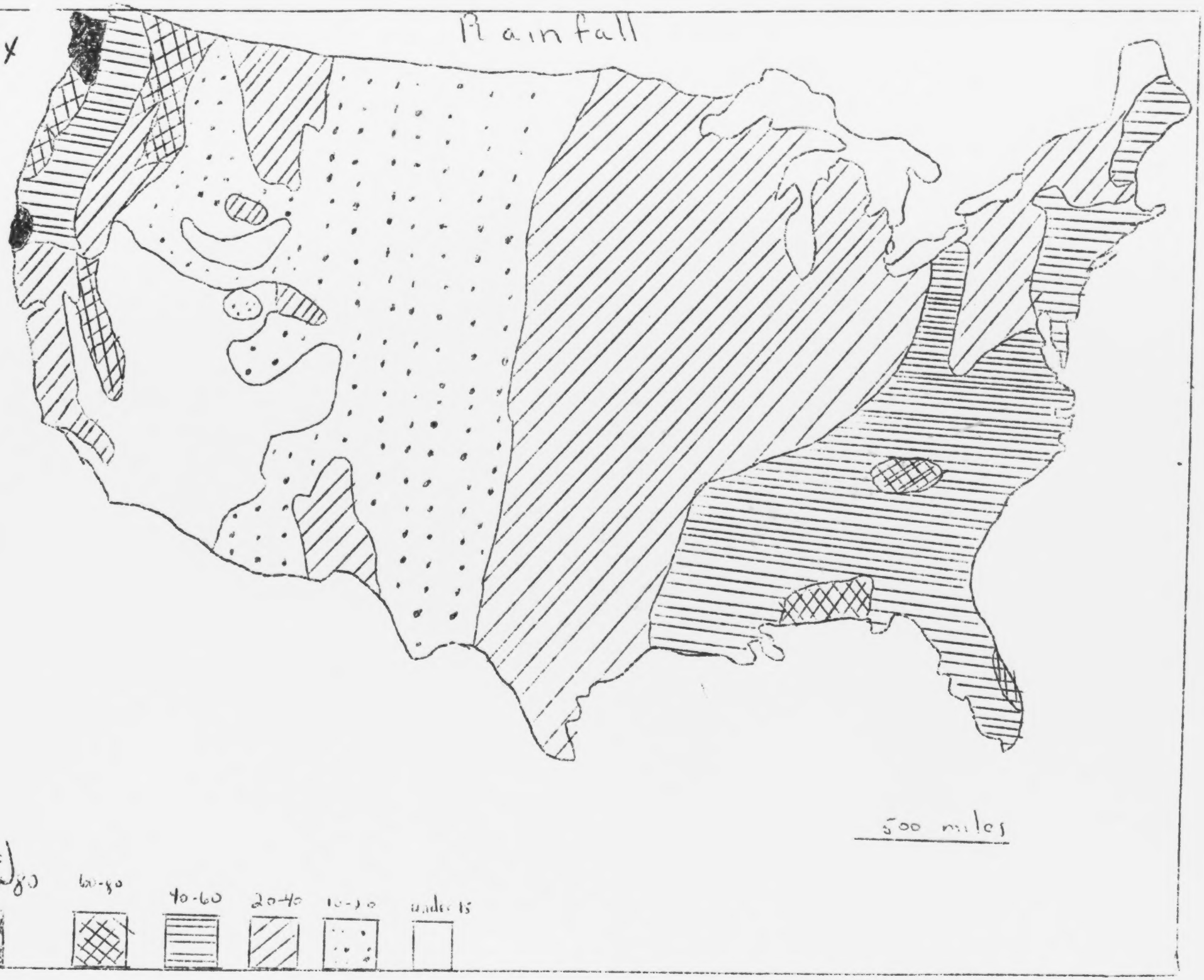

Appendix
E-8
Climates
Marine (Cb)
Mediterranean (Cs)
Mountainous (H)
Semi-arid (Bs)
Desert (Bw)
Mountainous (H)
Semi-arid (Bs)
Desert (Bw)
Humid Continental (Ca)
Subtropical (A)
Humid

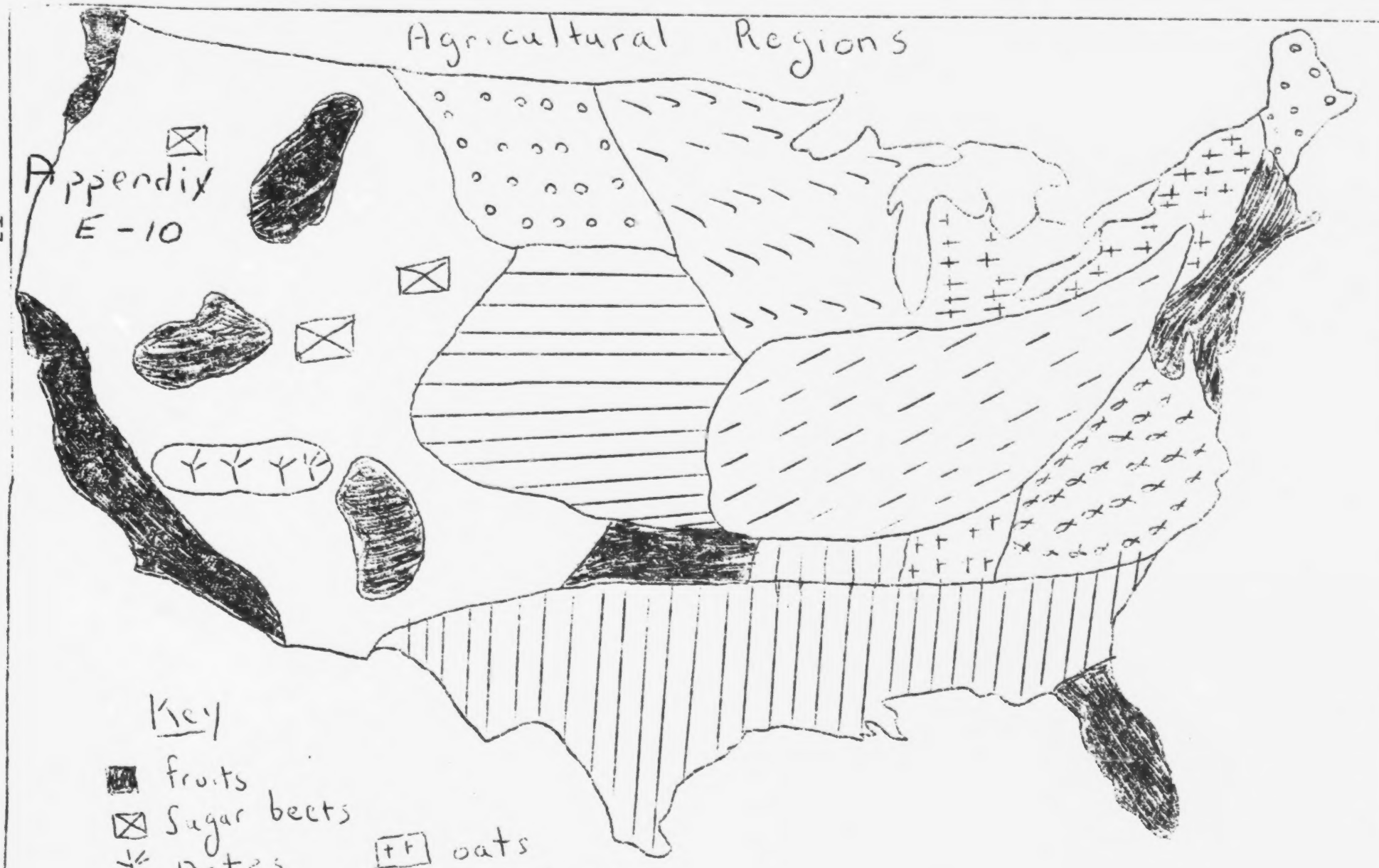
Appendix
E-9

Rainfall



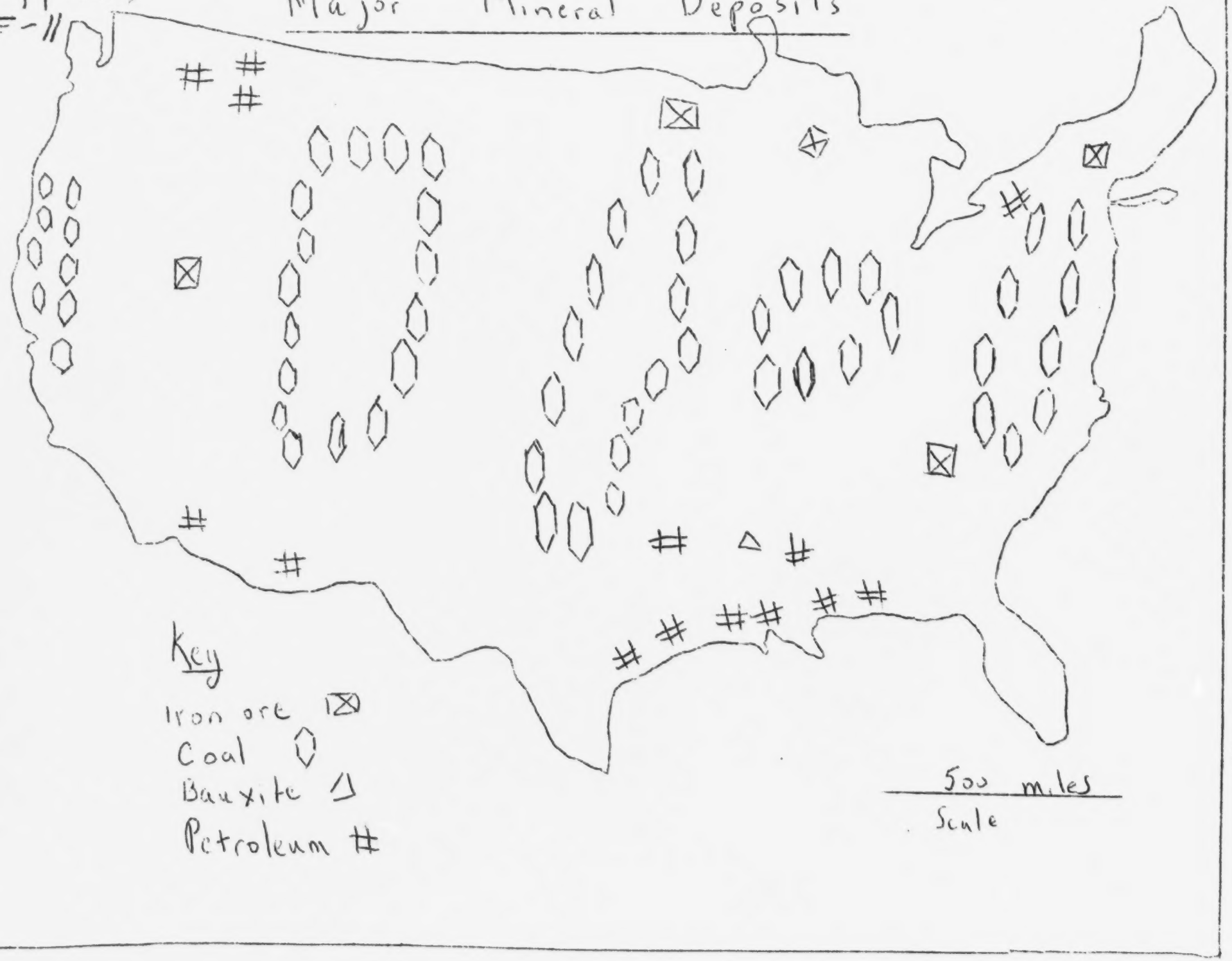
Agricultural Regions

Appendix
E-10



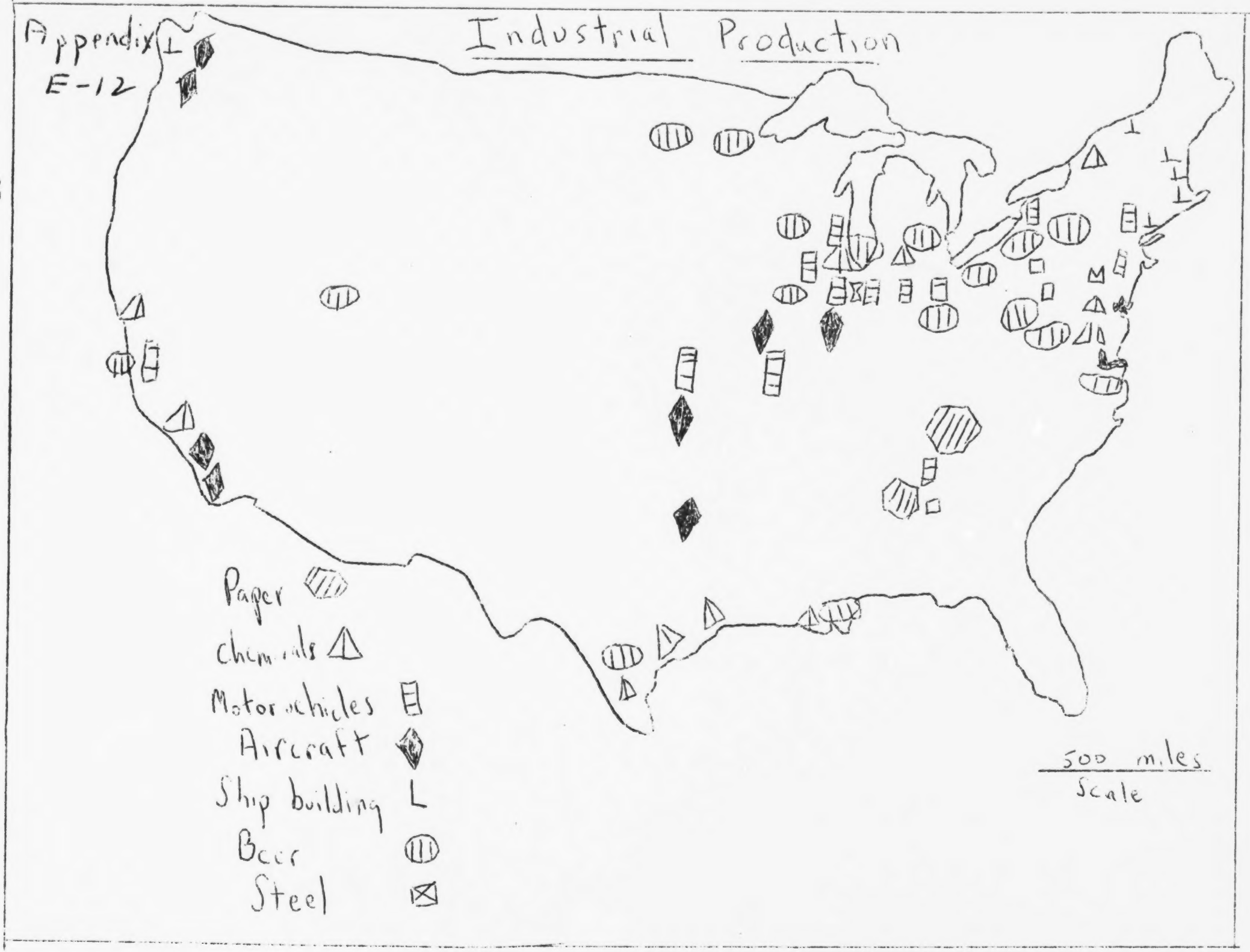
Appendix
E-11

Major Mineral Deposits



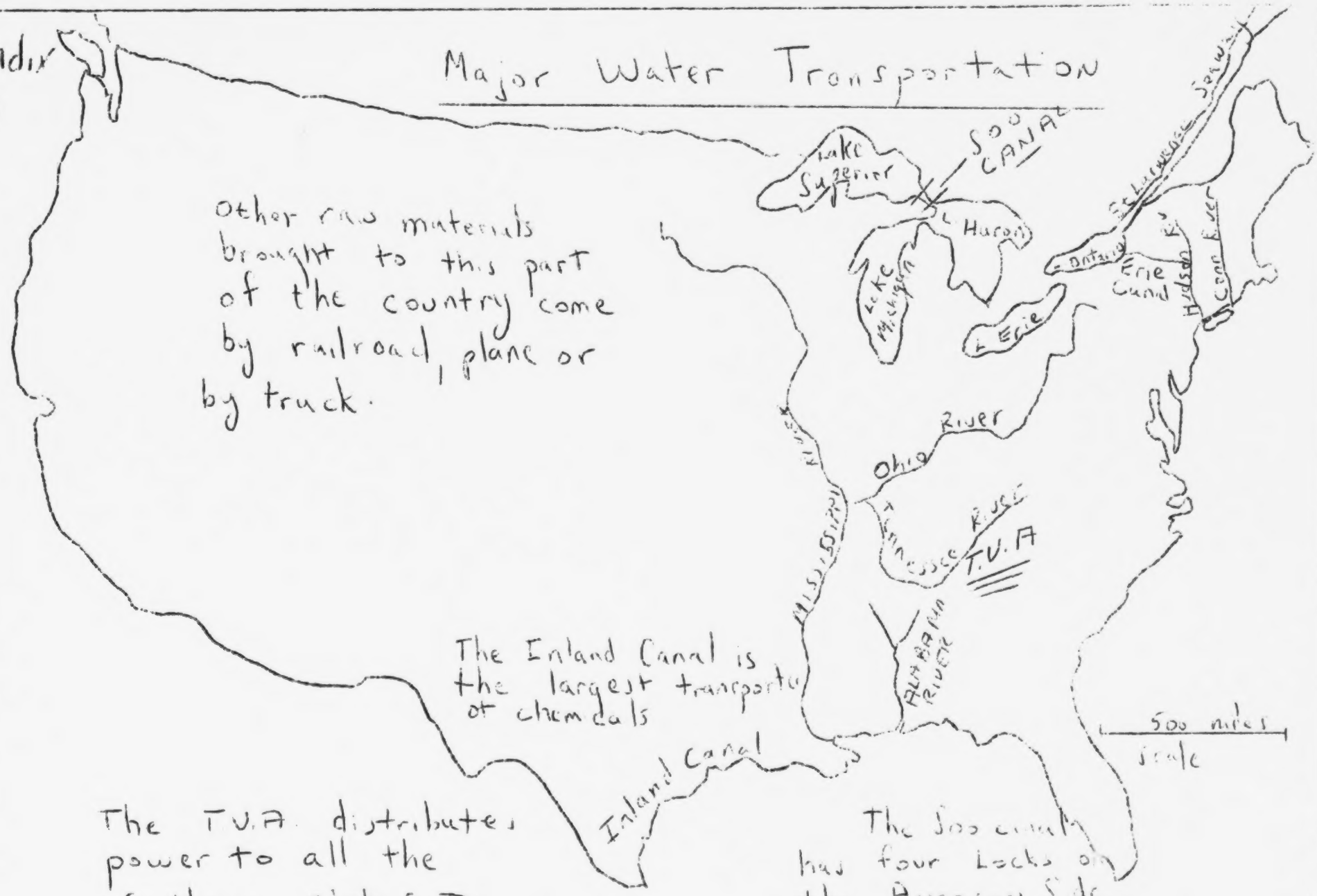
Appendix
E-12

Industrial Production



Appendix
E-13

Major Water Transportation



Other raw materials brought to this part of the country come by railroad, plane or by truck.

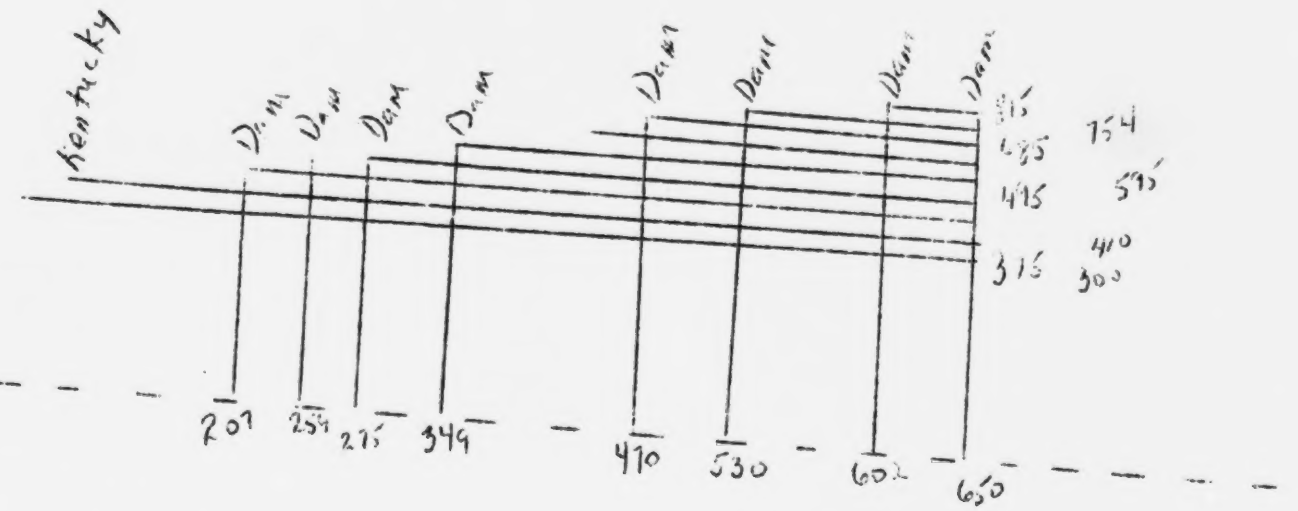
The Inland Canal is the largest transporter of chemicals

The TVA distributes power to all the Southern states It is located in the Tennessee Valley Region.

The Soo canals has four Locks on the American Side and one on the Canadian side The Locks average 17-21 feet deep

Appendix
E-14

Profile of the Tennessee Valley Authority



	Fishing	Textiles	Food Processing	Mining	Chemicals	Port	Misc.	Pop.
Honolulu	X		X			X		294,197
Boston	X	X				X		687,517
N.Y.C.		X	X			X		7,781,981
Philadelphia				X	X			2,002,516
Baltimore	X				X	X		989,084
Wash. D.C.						X		713,156
Charleston	X					X		75,940
Mobil				X			Ship Bldg.	202,777
New Orleans	X					X		629,582
Houston					X			930,219
Los Angeles	X					X	Re-sort	2,479,085
San Francisco	X					X	Ship Bldg.	740,316
Seattle	X					X		557,080
Denver			X	X	X			493,887
Chicago			X	X		X		3,550,400
St. Louis								750,026
Detroit					X	X	Auto	1,670,144
Cleveland				X	X	X		876,050
Pittsburgh				X	X			604,532
Dallas		X						679,638
Norfolk		X		X		X		305,872
Miami			X			X	Re-sort	291,684
Galveston		X				X		67,175
Providence		X				X		569,117

Appendix
E-16

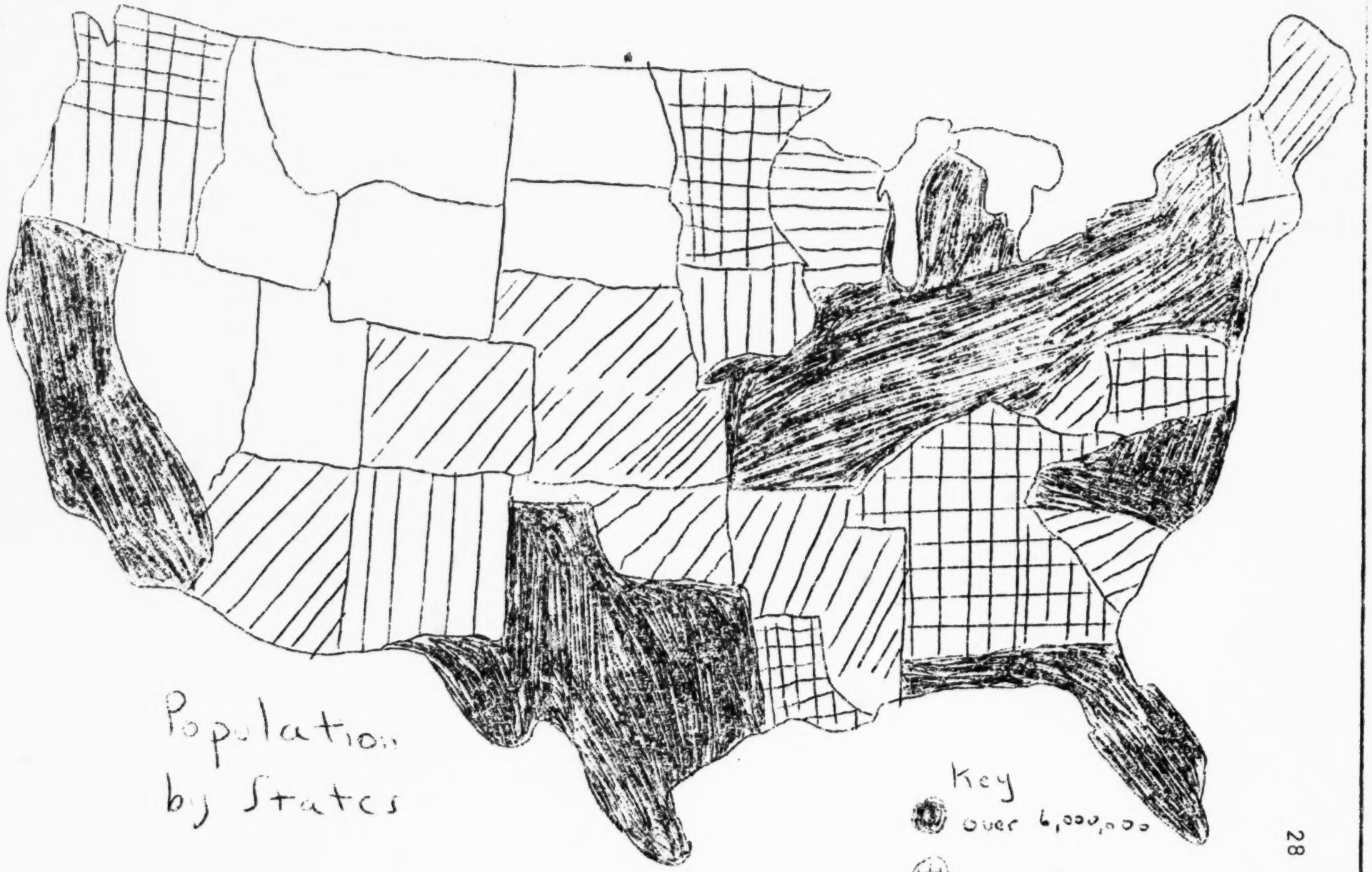
24 Major City Locations

Denver
San Francisco
Los Angeles
Chicago
Detroit
Cleveland
St. Louis
Boston
Providence
New York
Pittsburgh
Philadelphia
Baltimore
Washington D.C.
Norfolk
Charleston
Dallas
Houston
Galveston
New Orleans
Mobile

Hawaii
Honolulu

500 miles
Scale

Appendix
E-17



Population
by States

500 miles
scale

Key
- over 6,000,000
- over 3,000,000
- over 2,000,000
- over 1,000,000
- less than 1,000,000

Appendix
E-18

Population of the United States

by Counties

under 2

2 to 5

25-60

60 125

over 125

500 miles
Scale

SAMPLE TEST

1. Why are the two population maps different?
2. Why is there a concentration of chemical industries around the Gulf of Mexico?
3. Give five port cities.
4. Define: canal.
5. Describe how a canal lock works.
6. Which famous set of canals is the border between Canada and the U.S.?
7. In what way does the population map look like the map of industry?
8. What is a megalopolis? Give an example.
9. How high up a mountain can a ship sail when using the T.V.A.?
10. How can Rhode Island be the most densely populated state yet not have one of the highest populations?
11. Give one continent larger than the U.S.
12. Why is #11 not a fair comparison.
13. Give one continent smaller than the U.S.
14. Give one state that was a colony.
15. Give one state that was part of conquered territory.
16. Give one state that was part of territory that was ceeded to the U.S.A.
17. Give one state that was annexed.
18. Using your population, industry and climatic maps give <u>three</u> reasons why Providence is a poor place for farming.
19. True or False: All rivers flow south.
20. Why is there very little rainfall in the western states?
21. Match the river with its source:

Hudson	Rockies
Missouri	Cascades
Tennessee	Adirondacks
Columbia	Appalachians

22. What physical feature causes the farming to be dispersed in the west?
23. Draw a line diagram showing that the U.S.A. produces 1/3 of the world's wheat.
24. Would you need an umbrella in Los Angeles in January?
25. What is the most popular product on the inland canal?

APPENDIX F

ACTIVITIES

Unit I -

Have students do a scale model of the T.V.A.

1. Showing height a ship can sail up river.
2. Actual model of a lock.

APPENDIX G

TRANSPORTATION EXERCISE

Transportation

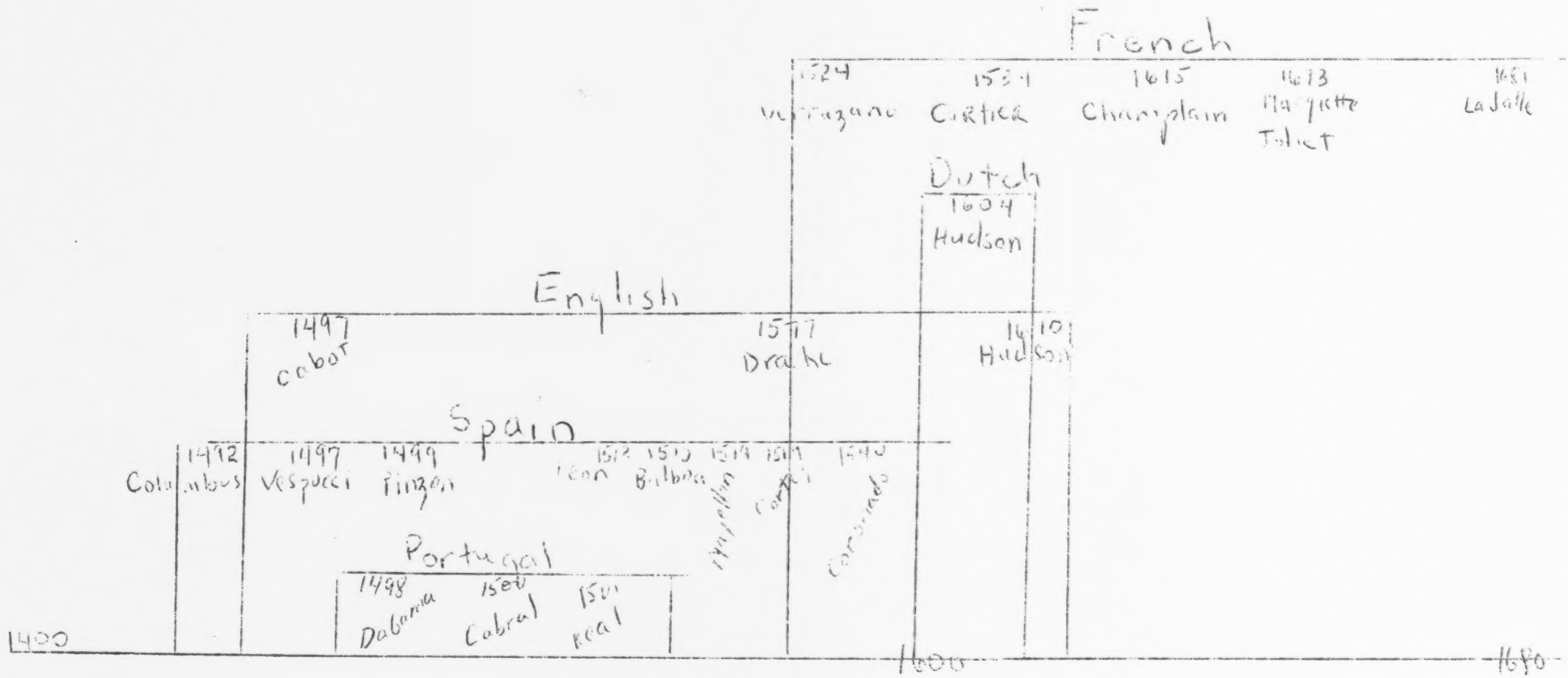
Using peg board and golf tees or pins stuck in cardboard, string various colored rubber bands to represent highways between cities. Each color represents the miles/hour for that highway. Then attempt to develop the best means of transportation.

Should we build another road from B to D?

Complicate the exercise by varying the size of the towns and traffic flow.

Appendix H

Time Line of Exploration

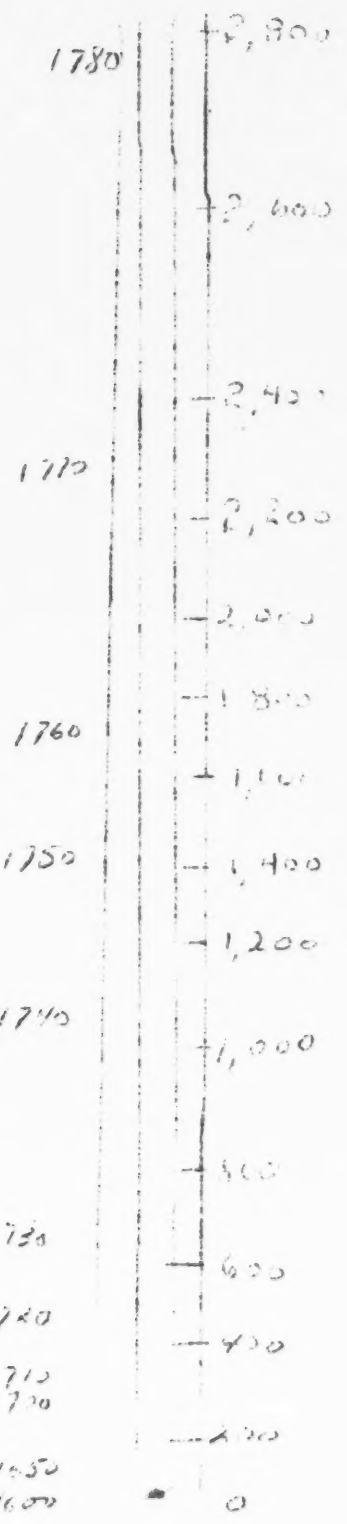


Appendix
I

Confrontations
of
Colonial Powers
Spain
Portugal
French
English
Dutch
Italy

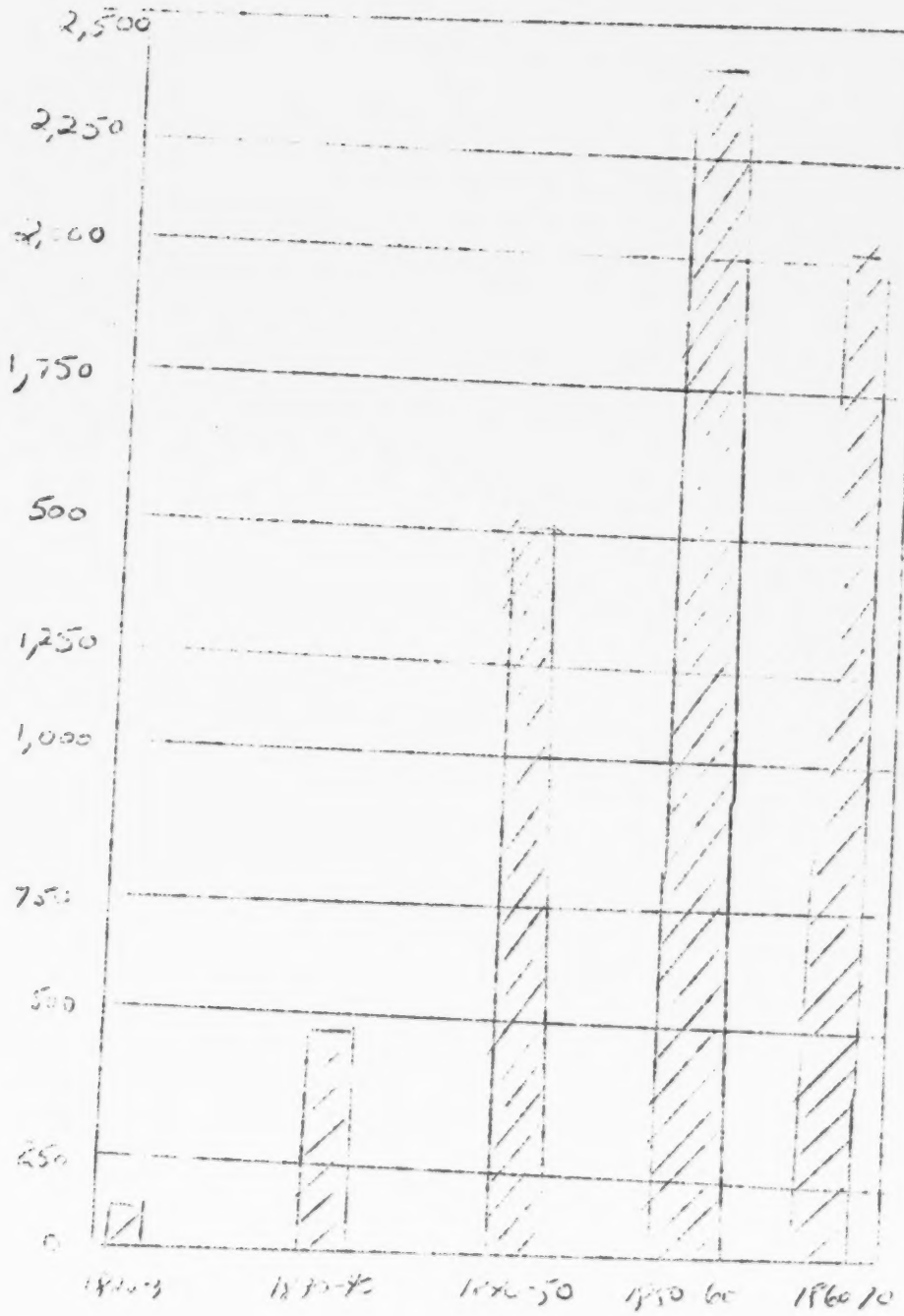
Appendix
J

Colonial Population (thousands)



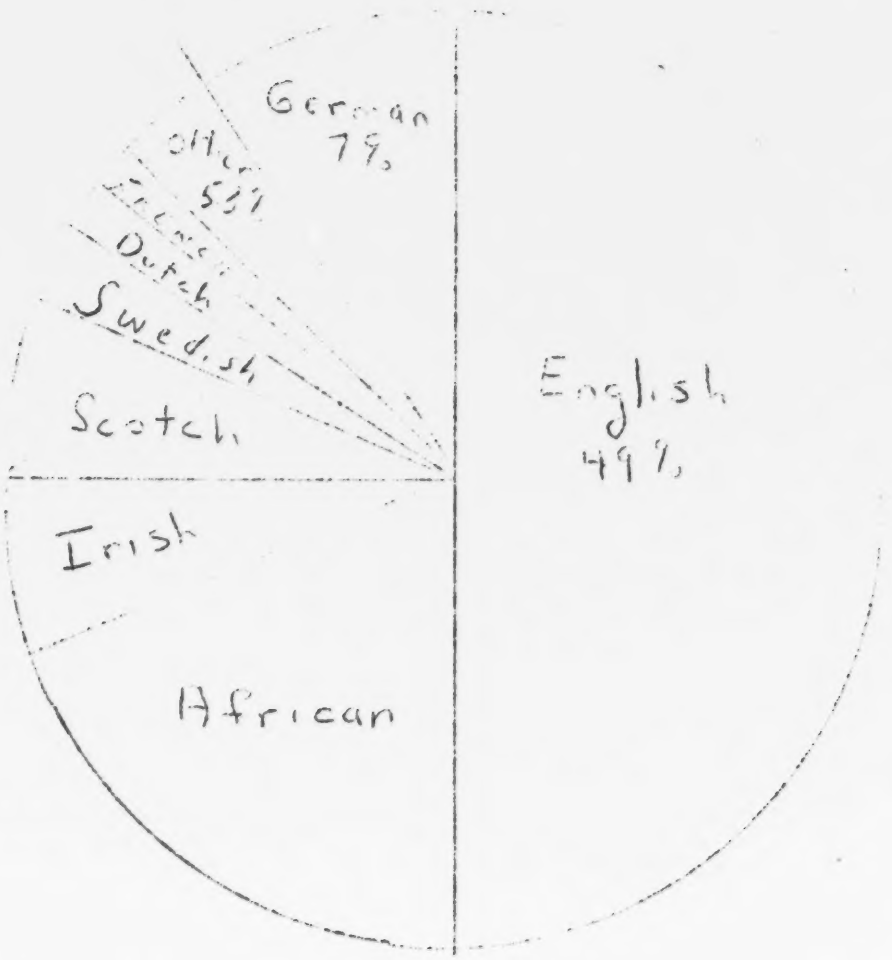
Appendix
K

Immigration to the United States



Appendix L

Population Distribution by country of origin to the United States in 1790



APPENDIX N

AMERICAN CIVILIZATION

Exercise: Below is a list of various groups that exist in the world today

1. Intellectuals
2. Politicians
3. Italians
4. Frenchmen
5. Negroes
6. Jews
7. Communists
8. Orientals

Following is a list of characteristics by which these groups might be describes; for each characteristic give the group from the above list which you feel can best be described by the particular term. There is no one correct answer; simply match each characteristic with what YOU feel is the appropriate group.

_____ romantic	_____ revolutionary
_____ "RED"	_____ "book worm"
_____ laundry-owners	_____ very technical
_____ athletic	_____ shrewd
_____ bankers, money lenders	_____ liberal
_____ spaghetti lovers	_____ lawyer
_____ fast talkers	_____ kisses "babies"
_____ lazy	_____ propagandist
_____ artistic	_____ musically talented
_____ absent-minded	_____ hot tempered
_____ slanted eyes	_____ makes a lot of promises; not all are kept
_____ threat to national security	
_____ day-dreamer	
_____ close family ties	_____ likes Opera
_____ industrious	_____ superstitious

APPENDIX O

AN EXPERIMENT IN GROUP DYNAMICS

Have five students stand in a circle and hold hands. Then have one boy attempt to break into that circle. After a good deal of fighting have the student attempt to break out of the circle.

From this: Have class discussions on group dynamics.
Group support
The strength of a group coming from its ability to exclude or include members.
Role playing so that you may be a member of a group. etc.

APPENDIX P

SURVEY

One of the tools used by sociologists to collect data about their particular "empirical topic" is the survey. In this case, the figures or statistics have not previously been compiled; the sociologist must collect the data by actually asking people questions directly.

Below is a very simple example of a survey to gain information on travel. Your assignment is to give this survey questionnaire to three of your friends by Monday; record each person's responses on a separate sheet of paper which is numbered according to the questions on the survey. These friends should be between the ages of 13 and 19.

1. Have you used public transportation (bus, rail, taxi) during the past year?
   RESPONSE Yes or No

2. Have you used public transportation during the past month?
   RESPONSE Yes or No

3. Have you used public transportation during the past week?
   RESPONSE Yes or No

4. Which type of transportation did you use last?
   RESPONSE Bus or Rail or Taxi

5. Where did you go?
   RESPONSE --whatever response is given

6. Why did you go there?
   RESPONSE -- whatever response is given

7. During the past year how often did YOU go downtown, OTHER THAN TO GO THERE TO WORK?
   RESPONSE Once a week or more
   At least 2 or 3 times per month
   About once a month
   Few times a year
   Less than once a year
   Never

8. When did you make your last trip to downtown Providence?
   RESPONSE Month and Year

9. What was the main purpose of that trip?
   RESPONSE whatever response is given

10. How did you get downtown?
RESPONSE Walked
Drove a car alone
Rode with someone else
Drove car; took someone els
Bus
Rail
Taxi
Other (some reasons not given)

11. About how far is downtown from your home?
RESPONSE Answer in Miles(less than 3, less than 6, more than 6)
OR
Answer in Blocks (less than 10, 10-15, more than 15)

12. About how long does it USUALLY take you to get to the downtown area of Providence from your home?
RESPONSE 15 min. or less
15 to 30 min.
30 to 60 min.
over 1 hour

13. How about the downtown area of <u>other</u> cities or towns in Rhode Island? Which is the one you went to <u>most</u> often in the past year?
RESPONSE whatever is given

14. How often in the past year, did you go there, other than to go work there?
RESPONSE Once a week or more
At least 2 or 3 times per month
About once a month
Few times a year
Less than once a year
Never

15. When did you make your last trip there?
RESPONSE Month and Year

16. What was the main purpose of that trip?
RESPONSE Whatever is given

17. How did you get there?
RESPONSE Walked
Drove a car alone
Drove car; took someone else
Bus
Rail
Taxi
Other
Rode with someone else

18. About how far is it from your home to downtown in that city?
RESPONSE Answer in Miles (less than 3, less than 6, more than 6)
OR
Answer in Blocks(see #11 for choices)

19. About how long does it take you to get there from your home?
RESPONSE 15 min. or less
15 to 30 min.
30 to 60 min.
more than 1 hour

20. During the past year has your family done any of its shopping in these areas? LIST EACH THAT IS MENTIONED.
RESPONSE Downtown Providence
Downtown of some other RI city
Shopping center in Providence
Shopping center outside Providence.
Discount Store

21. Of these, where does your family do MOST of its shopping?
RESPONSE Same as in question 20 (ONLY 1 ANS.)

22. What is the name of this shopping area?
RESPONSE Whatever is given

23. Where is this shopping area located?
RESPONSE Whatever is given

24. How do you UAUALLY get there?
RESPONSE Walk
Drive a car alone
Drive a car; take someone else
Bus
Rail
Taxi
Other
Ride with someone else

25. About how far is that fromyyour home?
RESPONSE Answer in Miles
OR (see #11 for
Answer in Blocks choices)

26. About how long does it usually take you to get there?
RESPONSE 15 min. or less
15 to 30 min.
30 to 60 min.
over 1 hour

27. How far is the office of your family doctor (medical) from your home?

RESPONSE Answer in Miles
OR (see #11 for choices)
Answer in Blocks

28. How do you get to the office of your doctor?

RESPONSE Walk
Drive a car alone
Drive a car; take someone else
Bus
Rail
Taxi
Other
Rode with someone else

29. How long does it USUALLY take for you to get to the doctor's office?

RESPONSE 15 min. or less
15 to 30 min.
30 min. to 60 min.
more than 1 hour

APPENDIX Q

SEMESTER EXAM--AMERICAN CIVILIZATION

SECTION I: You are to answer BOTH QUESTIONS in this section. Be sure to follow carefully the DIRECTIONS for each question. All answers are to be written in ink on the attached theme paper.

QUESTION I
Evaluation of Methods

Suppose you have been asked to write a paper for this course on "The State of Alaska." Specifically, you are to discuss the following questions:

1. What is the geography of Alaska?
2. Why was it first owned by the Russians?
3. Why did some Americans favor and others oppose the purchase of the area by the United States
4. What are its chief imports and exports today?
5. What is its population, and how are most people in the state employed?

QUESTIONS:

Part

Part A To answer the questions above, what source books that we have would you use for each specific area?

Part B How would you begin to look for information on Alaska in the source book, United States History?

QUESTION II
Evaluation of Skills

Study the Table given below carefully and then do each part of the question as stated on the following page.

TABLE

YEAR	Percentage of US WORKERS EMPLOYED IN	
	Farming	Non-farming Jobs
1820	70	30
1850	65	35
1880	49	51
1910	30	70
1940	15	85

QUESTION:

Part A From the chart on the previous page, make a line graph to show changes in occupations among the population of the United States during the years 1820-1940. Be sure to make a KEY to show what the lines on your graph represent.

Part B Interpret your graph; what increases or decreases are apparent?

Part C Based on class discussion, why would you say these changes have come about?

Part D Put an appropriate title on your graph.

APPENDIX R

ADDITIONAL ACTIVITIES FOR OVERVIEW

1. American Indians. What was the United States government policy from 1870 to the present? What was the publics' view? How many are there in the United States today? How many on reservations? Where? How do they make a living? What is their economic position?

2. Minority Groups. Who are they? What are the patterns of acceptance by the "in-group"? Are all groups alike in the struggle for equality? Why are there patterns of discrimination? How does this fit in with the "democratic ideal"?

3. Unions. What are the origins of unionism? Which unions were organized in 19th century America? Were unions legal? When did they receive legal recognition? What is the philosophy of American unionism? What are the present-day unions? Their membership? Their strengths? Their weaknesses?

4. Depression. What is a depression? What have been the greatest depressions of United States history since 1870? Is there any discernible pattern to them? Has this cycle been broken? When? Where? Why?

5. Abolitionists. Who were they? Where did they live? Why did they oppose slavery? Where were they most popular? Most unpopular? When did this movement begin? When was it strongest? Was it successful?

6. A book review of Uncle Tom's Cabin. Have students discover why it could be termed inflammatory literature.

7. Biography of any of the presidents, vice presidents, members of Congress or important political, social, and economic leaders of the period.

8. A paper on the causes for the abolition of the African slave trade in 1808.

9. What was the religious make-up of the colonies in the 17th century? The 18th century? Where did the various sects originate? What were some of the reasons for this distribution?

10. A biography of any of the well-known artists of the colonial period.
Art in the colonies. What style? Where did the artist study? What was most often painted--landscape or portrait? Why?

11. Architecture in the colonies. What various styles? Where were they found? Why these styles to these sections? Where did these styles originate? Which of these styles developed in America?

12. Economic life of the colonies. How did the early colonists make a living? How did the various colonies differ in the type and standard of making a living? How did a worker in the colonies differ from his counterpart in Europe? How did this early economic trend affect the later economic development of the area?

13. A comparison of the reasons for the founding of Rhode Island versus the reasons for the founding of Georgia or of Maryland.

14. A typical day in the Massachusetts Bay Colony.

15. What is a slave, when were they first imported into the English Colonies, and why?

16. What are the beneficial results of immigration? What are the problems? (One student can answer these questions in relation to the country receiving the immigrants, and another from the country sending the emigrant.)

17. Washington, D.C. Why was this spot selected for the country's capital? Who designed it? What period do the government buildings represent? (A drawing of the plan of the city for the room's bulletin board.)

18. Immigration. What was the amount of immigration by country of origin? Where did they settle? Why did each group come to the United States? What type of work did each group do?

19. American Indians. What happened to them as settlement moved westward? What was government policy toward them? What was unofficial public policy? By 1870 what was their status in the various sections of the country?

20. American Indians. Which tribes occupied the areas east of the Appalachians? How did they get along with the colonists? Were any assimilated? Why not?

21. Describe the Dutch, Swedish, French, and Spanish settlements in North America and how each differed from the English colonies in type and purpose.

22. Minority Groups. What were the minority groups in 1870? (Indians, Negro, Irish, Jews, Spanish Americans, French Canadians, Germans, Swedish, etc.) How was each treated? Why?

APPENDIX S

URBAN RENEWAL PROJECT

First--Have the students do a land-use survey map of Providence. Place the clear plastic sheet on the map of Providence and have the students color in the map relating to the following key:

Residential - - - - orange
Transportation - - black
Cemetaries - - - - purple
Public Building - - red
Commercial - - - - brown
Industrial - - - - yellow
Recreation - - - - green

Discuss the efficiency of the city's design and try through discussion to arrive at some vital design improvements. Then have the students design and build homes and stores for an urban renewal project.

They can take this one step further by redesigning the entire city being sure to follow a centralized or decentralized pattern and incorporating all the facilities necessary for the life of the city.